

2014年度
英 語
(問 題)

〈 H26080018 〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、試験開始後、解答用紙の氏名欄に氏名を正確に丁寧に記入すること。
 - (2) マーク欄には、はっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと（砂消しゴムは使用しないこと）。

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I

次の1～10のうち、誤った英語表現を含んだ部分がある場合には a～d から誤りを1つ選び、誤りがない場合には e を選んでマーク解答用紙にマークせよ。

1. We need more people to make a financial contribution into that charity in order to insure that it can continue its beneficial activities in the fields of education and health in various countries all over the world. NO ERROR
2. Over the course of time, it will probably be indispensable of the government to make certain adjustments in the details of the new economic plan which was recently unveiled by the Prime Minister. NO ERROR
3. Even though Jim's performance in class left much to be desired, he didn't like being single out for criticism by the teacher, for there were several other students who were much worse. NO ERROR
4. What I want to know is how you plan to finish your book report this weekend, since you have a fairly hard part-time job which requires you to work no less than six hours on Sunday. NO ERROR
5. Scarcely I had entered the room when several students rushed over to me and told me the startling and worrying news about my best friend's car accident, in which he injured both of his arms and legs. NO ERROR
6. Students have until May at the latest to decide whether they wish to audit regular classes during the summer or whether they intend to do an internship in a company or organization relating to their major. NO ERROR
7. When I ran into Tom at the shopping center Saturday afternoon, he mentioned to me that he wanted to get together sometimes soon in order to discuss the plans for the big party after graduation. NO ERROR
8. As soon as I got home from work, I had myself lain on the sofa and took a short nap, for I had no energy and felt as though I was coming down with a cold or maybe something still worse. NO ERROR
9. At a glance, his new apartment appeared to be the perfect residence for someone who requires privacy and comfort, but in actuality it causes him so many problems that he soon decided to move out. NO ERROR
10. Bill might not seem to be such a diligent piano student, but actually he makes a rule to practice at least two hours a day during the week and up to four or five hours a day on weekends. NO ERROR

II

次の会話文の空所 1～10 に入るべき最も適切なものを a～e の中から 1 つ選び、マーク解答用紙にマークせよ。

◆SHORT CONVERSATION ONE

A: It's expensive to go to college, isn't it?

B: It sure is.

A: How do you make ends meet financially?

B: 1, I rely on my parents. How about you?

- a. Over time
- b. By and by
- c. For many parts
- d. By and large
- e. At the end

A: I have only myself to rely on, so I have several part-time jobs.

B: That must be exhausting. 2

- a. How do you succeed?
- b. How do you do it?
- c. How do you continue?
- d. How do you control it?
- e. How do you find it?

A: To be honest, sometimes I don't even know myself.

◆SHORT CONVERSATION TWO

A: I have to go on a business trip next week.

B: Oh, is that right?

A: Do you think you could 3 at work?

- a. talk for me
- b. act as me
- c. excuse me
- d. remain for me
- e. cover for me

B: 4

- a. I can't imagine why.
- b. I don't know why.
- c. I don't see why not.
- d. I really don't think so.
- e. I can't say why now.

A: Thanks! You're a lifesaver.

B: Don't mention it.

◆**SHORT CONVERSATION THREE**

A: 5

- a. What does your father do for a living?
- b. How can your father do his work?
- c. What does your father make his living?
- d. How can your father make his living?
- e. What does your father work for a living?

B: He owns his own IT company.

A: Wow! 6

- a. How you lucked out!
- b. How lucky you are!
- c. How did that come about!
- d. How fortunate it happened!
- e. How lucky have you been!

B: I guess you could say that.

◆**SHORT CONVERSATION FOUR**

A: Remember! You promised to help me with the math homework.

B: Don't worry. 7

- a. I never betray my words.
- b. I never go against my word.
- c. I never change my words.
- d. I never go back on my word.
- e. I never turn around my words.

A: Well, is Saturday afternoon good for you?

B: 8 Saturday evening is better.

- a. Not certain.
- b. Not sure.
- c. Not really.
- d. Not likely.
- e. Not apparently.

A: Okay. Let's meet Saturday at 6 pm in the library.

B: Fine. See you then.

◆SHORT CONVERSATION FIVE

A: What do you think about our new English teacher?

B: He appears to be a nice person. What do you think?

A: 9 But he doesn't really fit in.

- a. Well, I admire his various ways.
- b. Well, I like him in a way.
- c. Well, I find his way hard.
- d. Well, I see him in different ways.
- e. Well, I respect his way.

B: What do you mean by that?

A: 10

- a. Truly, he seems to be from another place.
- b. Strangely, he seems in the right place.
- c. Obviously, he seems distant from the school.
- d. Surely, he seems away from the norm.
- e. Frankly, he seems out of place in a high school.

B: Yeah, what you say is more or less right.

III

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

In the last decade most of the large industrialized economies have been shifting from a heavy manufacturing base to an information management base. Along with this shift has been stiff competition resulting from globalization. Competition comes from not only large economies but also from upcoming developing countries. These developing economies with their cheap labor costs are making this competition more costly for a number of older, more established, and mature economies.

This shift in the economies and the stiff competition have resulted in a shift in management styles to bring more efficiency and quality in the established economies. This is not the first time such management styles have shifted. Styles in management have been changing with shifts in economies since the dawn of the Industrial Revolution. In those early days, management followed a style now commonly known as Theory X. Theory X management, with all the trappings of the industrial era, was characterized by a top-down autocratic style of management in which the manager—literally from the top floor—commanded the activities of the factory workers on the factory floor with almost omniscient and demeaning power.

As economies grew bigger and employees became more elite, a new management style started to evolve that became known as Theory Y. Theory Y put more faith and empowerment in the hands of the employees. The style was hierarchical with the employee ranks broken down into small semi-independent units. Each unit was headed by a supervisor. The supervisors themselves formed another top-down hierarchy ending with the top management. Theory Y, or scientific management, as this management style is commonly known because of its hierarchical structure, gave more flexibility and partial decision-making powers to employees at different levels of the management hierarchy. The workers themselves were more removed from the top management, but at the same time they were closer to management decisions and control from the smaller units.

Scientific management has been in effect for years.

But with the recent shifts and globalization of world economies, scientific management has been slowly giving way to a new style in which management is trying to regain control of the work process from the workers and slowly bring back the methods of Theory X. Given the technological advances of recent years and the abundance of educated and highly skilled workers, though, it would be unwise for today's management to bring back these techniques. So a new technique in the works is called "fear management." It is aimed at keeping workers in line, just like all other management styles, but with "voluntary" compliance by workers to company management policies and practices they would normally have questioned or challenged.

Unlike theories X and Y, which achieved worker control through autocratic means and supervisory unit means, respectively, fear management uses both worker surveillance and control as enforcement means. Fear is transmitted to workers through policies like "downsizing," "contingent work force," and "outsourcing." To workers these policies spell disaster and fear of losing job security and being replaced by part-time, temporary, and contract workers. Temporary workers now make up one-third of the U.S. work force, less than one-half of those workers are covered by any pension, and many have no health insurance.

(Adapted from *Ethical and Social Issues in the Information Age*)

1. According to this passage, which THREE of the following are true regarding management styles and business practices?
 - a. Fear management style is only effective for businesses if the workers voluntarily comply with company management policies.
 - b. In Theory X, important business decisions flow from top to bottom in the authoritarian management structure.
 - c. One objective of the newest management style is to assure employees that their jobs are secure.
 - d. Theory Y is described as scientific management because of the extensive use of quantitative tools in decision making.
 - e. U.S. companies are not competitive in international markets despite fewer workers being covered by pension plans.
 - f. A new style of management based on Theory X has become less popular during the last decade.
 - g. In Theory Y, supervisory units have great power in worker control.
 - h. Worker surveillance was occasionally practiced during the period of the Industrial Revolution.
 - i. The Industrial Revolution necessitated the introduction of Theory Y in order to develop a successful manufacturing sector.
 - j. With the increased competition from developing countries, industrialized economies have modified management style and made it information based.

2. Which one of the following best describes the phrase This shift?
 - a. a shift from a supervisory based style to a science based style
 - b. a shift from an autocratic style to a completely scientific style
 - c. a shift from a heavy manufacturing based style to an information based style
 - d. a shift from a developed country style to a developing country style
 - e. a shift from a costly production style to a less costly production style

3. Which one of the following is closest in meaning to the word demeaning?
- a. humiliating
 - b. meaningful
 - c. shameless
 - d. enlightening
 - e. innovative
4. Which one of the following best describes the phrase these techniques?
- a. techniques based on science
 - b. techniques based on Theory Y
 - c. techniques based on fear management
 - d. techniques based on Theory X
 - e. techniques based on education

IV

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

Whereas technology once promised a grand future of leisure and security, today we need intensifying doses of it merely to keep the world from falling apart. A pattern of diminishing marginal returns seems to have infiltrated all areas of technology, whether material or social. Early in the twentieth century, modest expenditures in medical research brought enormous improvements in life span; today vast outlays barely succeed in maintaining present standards. In agriculture, small amounts of chemical fertilizers and pesticides once brought huge increases in crop yields; today, ever-greater chemical input can hardly prevent yields from falling, despite “improved” varieties. In daily life, inventions such as cellular phones, personal digital assistants, convenience foods, and the internet barely enable us to keep up with the ever-quickenning pace of modern life.

Recently I had a conversation with a longtime Washington, DC, native who was recalling the building of the Beltway back in the 1960s. Everyone was excited because you’d be able to circumnavigate the whole city in just an hour. DC was starting to have traffic jams, and the Beltway would usher in a new era of ease and convenience. Well, everyone knows what happened. The new road facilitated new real estate development and encouraged people to use cars rather than public transport. Soon the Beltway was jammed. The solution? Make it wider and add even more roads. Of course that caused even more development and congestion. The immediate engineering solution — more roads to accommodate an excessive car-to-road ratio — worsens the problem in the long run. That is, a classic example of a technological fix. Technology usually has unintended consequences, often including, as in this case, a worsening of the problem the technology was supposed to solve. Generally speaking, unintended consequences are not the result of sloppy engineering, lazy planning, or lack of diligence; they cannot be eliminated through tighter control; rather, they are built in to the very attempt at control.

By now this pattern of escalating dosage for a diminishing effect may remind you of another meaning of the word “fix” — a drug fix. Our dependency on technology shares many features in common with drug addiction. Returning to the example of agriculture, once we’ve killed the natural predators, lost the topsoil, and depleted the minerals, we cannot grow crops at all without repeated applications of more and more technology.

Each fix brings some temporary improvement, but then crop yields start falling and we need another fix. At this point we're hooked: if we go back to zero fertilizer, crop yields fall way below the original prefertilizer level. Eventually, the soil is so damaged that no amount of fertilizer can (2) coax life from it. The parallel with the course of addiction is uncanny: escalating dosage to get a less and less intense high, followed ultimately by complete desolation.

The history of life expectancy is another example. The "dosage" of technology must go up and up, (3) at a greater and greater expense to the rest of life, in order to achieve diminishing returns. Eventually, addicts tell us, huge doses of the drug are needed to even feel just normal. In parallel, huge medical expenditures are needed to keep people functioning at all. Half of American adults take some form of prescription medication; the average senior citizen takes between two and seven medications per day.

(Adapted from *The Ascent of Humanity*)

1. 下線(1)の意味として最も適切なものを下の a ~ e の中から1つ選べ。
 - a. an ideal example of a technological problem
 - b. a first-class example of a technological remedy
 - c. a typical example of a technological dilemma
 - d. a traditional example of a technological disorder
 - e. an excellent example of a technological breakthrough

2. 下線(2)の意味として最も適切なものを下の a ~ e の中から1つ選べ。
 - a. develop the land for housing
 - b. make crops grow there
 - c. increase the yield of grain
 - d. sustain human life with it
 - e. kill harmful insects in fields

3. 下線(3)の意味として最も適切なものを下の a ~ e の中から1つ選べ。
 - a. with larger debts to pay in later life
 - b. with increasing costs in later life
 - c. with less emphasis on health in later life
 - d. with fewer expectations in later life
 - e. with heavier burdens on society in later life

4. 本文で述べられていることと一致するものを下の a ~ j の中から2つ選べ。
 - a. 今日でも、都市の交通渋滞を解消する最も有効な方法は、バイパスの数を増やすことである。
 - b. 近年になって、農業機械が新たに開発されたことによって、農産物の生産は飛躍的に増大した。
 - c. 科学技術がもたらした高度情報化社会では、ストレス解消のために麻薬に依存する人々が跡を絶たない。
 - d. 途上国において、生産調整を目指すのであれば、化学肥料や殺虫剤の使用は有効ではない。
 - e. どの分野においても、科学技術の進歩は止まるところを知らず、その勢いに衰えは見られない。
 - f. 農地に施す化学肥料を増やしてみたところで、作物の単位面積あたり収量減を防ぐのは難しい。
 - g. 今世紀になって、アメリカでは医療技術の向上によって、国民の平均寿命が大幅に伸びた。
 - h. 科学技術がもたらした災厄の数々は、科学技術を徹底的に管理することによって防止できる。
 - i. 現代の科学技術を駆使してさえ、都市によっては交通渋滞一つ解決できないのが現状である。
 - j. かつては人類に明るい未来を約束した科学技術であるが、今や人類滅亡の元凶と化した。

5. 本文からの推論として最も適切なものを下の a ~ e の中から 1 つ選べ。
- a. 科学技術とは何かについて、人類は再考する時期にさしかかっている。
 - b. 科学技術が直面する難問は、科学技術によってしか解決できない。
 - c. 科学技術の世界は、無限の可能性を秘めた新時代に突入しつつある。
 - d. 科学技術の暴走は、歯止めのきかぬ自然破壊を引き起こそうとしている。
 - e. 科学技術の向上のためには、各国政府のさらなる投資が必要である。

V 次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

At Stanford University interest in online education increased dramatically when a pair of celebrity professors attracted more than 150,000 students from around the world to a noncredit, open enrollment course on artificial intelligence. This development, though, says very little about what role online courses could have as part of standard college instruction. College administrators who dream of emulating this strategy for classes like freshman English would be irresponsible not to consider two serious issues.

First, student dropout rates—around 90 percent for some huge online courses—appear to be a problem even in small-scale online courses when compared with traditional face-to-face classes. Second, courses delivered solely online may be fine for highly skilled, highly motivated people, but they are inappropriate for struggling students who make up a significant portion of college enrollment and who need close contact with instructors to succeed.

Online classes are already common in colleges, and, on the whole, the record is not encouraging. According to Columbia University's Community College Research Center, for example, about seven million students—about a third of all those enrolled in college—are enrolled in what the center describes as traditional online courses. These typically have about 25 students and are run by professors who often have little interaction with students. Over all, the center has produced nine studies covering hundreds of thousands of classes in two states, Washington and Virginia. The picture the studies offer of the online revolution is distressing.

The research has shown over and over again that community college students who enroll in online courses are significantly more likely to fail or withdraw than those in traditional classes, which means that they spend hard-earned tuition dollars and get nothing in return. Worse still, low-performing students who may be just barely hanging on in traditional classes tend to fall even further behind in online courses.

A five-year study, issued in 2011, surveyed 51,000 students enrolled in Washington State community and technical colleges. It found that those who took higher proportions of online courses were less likely to earn degrees or transfer to four-year colleges. The reasons for such failures are well known. Many students, for example, show up at college (or junior college) unprepared to learn, unable to manage time, and having failed to master basics like math and English.

Lacking confidence as well as competence, these students need engagement with their teachers to feel comfortable and to succeed. What they often get online is estrangement from the instructor who rarely can get to know them directly. Colleges need to improve online courses before they deploy them widely. Moreover, schools with high numbers of students needing remedial education should consider requiring at least

some students to demonstrate success in traditional classes before allowing them to take online courses.

Interestingly, the center found that students in hybrid classes—those that blended online instruction with a face-to-face component—performed as well academically as those in traditional classes. But hybrid courses are rare, and teaching professors how to manage them is costly and time-consuming.

The online revolution offers intriguing opportunities for broadening access to education. But, so far, the evidence shows that poorly designed courses can seriously shortchange the most vulnerable students.

(Adapted from *The New York Times*)

1. According to this article, which THREE of the following are true?
 - a. Most traditional online courses have small classes of 25 students that include a lot of student-teacher interaction.
 - b. Studies show that academically students in hybrid classes do as well as or better than students in direct contact classes.
 - c. Students who are having academic difficulties in college are not the best candidates for online courses.
 - d. Stanford University's popular online courses provide a suitable model for other universities to follow.
 - e. Small-scale online courses are more suitable for students who do not perform well in traditional classes.
 - f. Students in online courses tend to drop out of courses at a higher rate than students in traditional classes.
 - g. Unprepared students should be required to take online courses before they sign up for traditionally taught classes.
 - h. Students who do average, or better than average, in traditional classes always perform well in online courses.
 - i. Students who enroll in online courses tend to gain confidence in themselves and in their academic ability.
 - j. Students in community colleges who take a lot of online courses find it harder to finish their degrees.

2. Which one of the following is closest in meaning to the clause the record is not encouraging?
 - a. the result is not very promising
 - b. the document is not acceptable
 - c. the history is not very optimistic
 - d. the achievement is not favorable
 - e. the evidence is not recommended

3. Which one of the following is closest in meaning to the phrase hanging on?
 - a. advancing with little diligence
 - b. studying with much enthusiasm
 - c. trying with minimum effort
 - d. continuing with great difficulty
 - e. failing with low scores

4. Which one of the following is closest in meaning to the phrase need engagement?
- demand frequent cooperation
 - require personal contact
 - insist on important agreements
 - ask for occasional recommendations
 - expect individual evaluation
5. Which one of the following is closest in meaning to the phrase estrangement from?
- protection from
 - divergence from
 - dissatisfaction with
 - disagreement with
 - alienation from
6. Which one of the following is closest in meaning to the phrase shortchange the most vulnerable students?
- to lower the standards for the most enthusiastic students
 - to allow the poorest students to pay less tuition
 - to give the weakest students less than they deserve
 - to shorten and simplify the program for most students
 - to discourage the worst students from participating
7. According to this article, which one of the following can be said about the online revolution in colleges?
- College administrators should improve online courses so as not to discourage struggling students.
 - Online classes are already common in many colleges and have succeeded in broadening access to education.
 - Students who are unprepared and unsure of their academic ability should not be permitted to enroll in online courses.
 - The evidence proves that colleges should require online courses as part of the standard college curriculum.
 - Colleges should increase hybrid classes by reducing costs and hiring more professors to ensure success.
8. Which one of the following can most likely be inferred from this article?
- Online classes will comprise a large percentage of future university curriculums.
 - Online classes will enroll more students year by year because of their popularity.
 - Online classes will require bigger budgets and stricter regulations than before.
 - Online classes will soon attract more students than traditional classes.
 - Online classes will have to make major reforms in order to succeed.

[以下余白]

